

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
27-3854801		The Learning Unlimited Companies, LLC	
3. Name of Entity as you would like it to appear on the Approved List			
The Learning Unlimited Companies (LUCO)			
4. Entity Type:		5. Check the category that best describes your entity:	
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information			
Name of Contact Carolyn StarkeyDarden		Phone 313-492-6626	Fax 832-442-6626
Street Address 8162 E. Jefferson , 7 th Floor		City Detroit	State MI
E-Mail Cstar601@yahoo.com		Zip 48214	
7. Local Contact Information (if different than information listed above)			
Name of Contact		Phone	Fax
Street Address		City	State
E-Mail		Zip	
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
<input type="checkbox"/> Statewide			
Intermediate School District(s): Wayne, Oakland, Macomb and Wastenaw		Name(s) of District(s):	

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes

☒ No

What school district are you employed by or serve: _____

In what capacity are you employed or do you serve (position title): _____

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

Support systems to ensure student and teacher success and sustain improvement

Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement

Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement

Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.



Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Support systems to ensure student and teacher success and sustain improvement

All that is valuable in human society depends upon the opportunity for the development accorded the individual. -Albert Einstein

The Learning Unlimited Companies, LLC (LUCO) approaches school improvement in a multilevel, multi-faceted manner with the understanding that there are



individual pathways to meeting objectives.

One of the first tasks undertaken in building a school improvement environment is to ensure that all stakeholders (administrators, teachers, parents, support staff and students) are truly on the same page and working in the same direction. This is achieved through a variety of team building and focus defining activities.



LUCO will assist schools in designing their transformation or turnaround by helping to implement some or all of the following components, depending on the individual needs of the school and be able to implement them on their own after the three year grant period:

Teacher Success

Customized Data Analysis-LUCO will assist in an analysis of local school data to inform the instruction across the curricula; drive decisions and determine the hierarchy of focused school-wide tasks.

Instructional Coaches-Trained and experienced instructional coaches will be provided to support effective instruction; introduce and demonstrate best practices and strategies and maximize the existing talents and resources; and increase the proficiency in ineffective situations.

Leadership Coaches-Trained and experienced educational leaders will collaborate with school leadership to incorporate results-oriented strategies to increase student achievement, teacher performance and school culture.

Common Core State Standards (CCSS)-LUCO will assist schools in identifying the tasks needed to transition from the existing standards to CCSS and implement those tasks.

Embedded Professional Learning-Customized professional learning will be embedded into processes and procedures of each school, as deemed needed. These workshops and coachings might include, but are not limited to, specific content skill development, instructional strategies, individualized instruction (Learning Zones), and transitioning to blended instruction (digital and traditional). The Leadership Team and Lead Teachers will be trained to continue implementing all components, once LUCO leaves.

Staff Evaluation-LUCO will train the leadership team to conduct student achievement-linked teacher evaluations or conduct these evaluations for the school, using experienced educational leaders, if desired.

Transitioning to a Blended Learning Environment-The transition to blended learning will be achieved through basic training in digital learning for those who need it and development of blended modules in all

subjects.

Student Success

Individual Diagnosis-Students will be diagnosed in reading and mathematics in order to determine the instructional level of each student, so that all teachers can use the data to design “Learning Zones”, which are in-class accommodations to address the instructional levels of all students.

Blended Curricula-LUCO has authored and/or assembled a blended curriculum for core subjects. The blended curricula includes the use of SkillsTutor, an online curricula in core subjects and various Web Quests, which are inquiry-oriented activities in which some or all of the information that learners interact with comes from resources on the internet (Dodge, 1997). Our modules will be presented to local schools and their staff will be trained to add their own customizations, as well as create their own blended modules.

Tutoring -Extended day or after school tutoring in English/Language Arts and Mathematics, along with homework help and test preparation will be offered.

E-Mentoring-Volunteer school staff, parents, business leaders, community leaders will be solicited and trained to provide mentoring for students, sometimes face-to face, but primarily electronically, to guide and assist students.

Parent Engagement-Workshops for parents will be customized to give parents tips and strategies for staying engaged with their child’s learning and assist and support them at home in their efforts to increase achievement.

LUCO strives to get all stakeholders to thoroughly understand and commit to the same mission-increased student achievement.

Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement

The delivery systems which LUCO uses that have resulted in dramatic and sustained improvement in student achievement are all rooted in individualized instruction and mastery learning, and the recognition that “one size does **not** fit all”. In a high school classroom, the range of learners is vast. The challenge for the classroom teacher is how to address the range of needs these diverse learners present. Douglas B. Fisher of San Diego State University acknowledges the problem of adolescent literacy, and he suggests that “with the diverse student needs seen today, it is time more ‘personal’ teaching, differentiated for each student” (2007, 12). LUCO teaches classroom teachers to prepare for this process by using five (5) “Learning Zones” in the development of lessons and to focus on real world situations to acquire and use skills (Communal Learning Design-CLD). The Learning Unlimited Companies’ curricula will address all students on their level of functioning in the core subjects. All instructional planning will focus on accommodating students in five different “zones” of learning, ranging from pre-primer through college. Teachers are trained in our professional development sessions in differentiated instruction in order to facilitate all of the various learning styles and learning zones. In addition to “zoning”, the curricula will be delivered in a real world context in a program that called “Communal Learning Design (CLD)”. Communal Learning Design (CLD) is an innovative school design where students create a microcosm of the real world inside their school. Each student has a role in running that world.

A modern economy depends on a literate work force, as well as literate consumers. CLD provides a context that makes reading functional and fun. In the courtroom, marketplace and newsroom, reading, writing, and communication skills spell the difference between success and failure. Hundreds of transactions will occur during CLD time each day. Math will be elevated to a survival skill. Students will need arithmetic to buy and sell, create budgets, maintain a checkbook, and calculate taxes.

They will need geometry to measure floor plans or design jewelry. They will apply algebra and statistics to financial reports and spreadsheets-all while benefiting from the individualized instruction and mastery learning used in the curricula.

Use of these methodologies, specifically individualized instruction is well documented in years of research and is recognized by the Education Commission of the states. The potential power of (individual instruction) is that it serve students with diverse needs: Students below grade level (or at risk of being behind as identified by formative assessments); Students generally performing at grade level but who need deeper learning in one or more key topics or skills; Students needing accelerated instruction, including: Gifted students; Students who have acquired most or all of the essential knowledge and skills outside the context of seat time and who need a mechanism for demonstrating their knowledge and skills before credit may be awarded; Students who have failed a course the first time but who are missing just a few key concepts; Increase student engagement and success by targeting individual students' needs and interests. (Zinth and Christie, 2012). LUCO utilizes an individualized approach that teaches staff to design lessons to meet the students where they are. (See Figure 1 on the next page.)

Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement

LUCO's customized professional learning sessions for principals, school leadership teams, teachers and support staff are based on the principles and definition set forth by the National Staff Development Council, of which LUCO is a member. These principles insure an increased internal capacity for improvement and sustainability linked to student achievement. Specific professional learning sessions will depend on the needs of the local school and examples are included in Exemplar 3-Embedded Professional Development. The Leadership Team and Lead Teachers will be able to continue implementation in future years.

Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan

LUCO will use formative and summative assessment tools that have been developed in accordance with the standards of validity and reliability. In order to determine each student's current instructional grade level in reading and in mathematics, standardized instruments are administered. Once the instructional grade level is determined in both subjects, the student is given a diagnostic test at that level to determine where the skills and knowledge gaps are at that level. The assessment scores will be factored into the student's assessment profile, as well as, any data, analysis or classroom evaluations acquired from the student's classroom teachers. The complete assessment profile will be summarized in a report that delineates the student's academic strengths and weaknesses. Individual learning plans in both math and reading are constructed. These plans are coded to the Learning Unlimited curricula. Student weaknesses will be addressed in the instructional phase with the appropriate instruction and materials, as determined by the diagnostic phase of the process. The grade level curriculum is then adjusted through "Learning Zones", supplementations, needed accommodations and direct instruction. A consistent component of the "Learning Zones" format is the daily formative assessment. The summative assessments are administered to determine whether or not the students have met the goals of the unit of learning.

Figure 1- The basic format of the LUCO
"Learning Zones" daily lesson planning

Figure 1-The basic format of the LUCO

"Learning Zones" daily lesson planning

Teachers are trained to use this template in professional learning sessions.

The Learning Unlimited Companies, LLC
Daily Planning Template

Teacher _____ Date _____

Module Title _____ "What You Think or What You Know!" _____

Content Subject _____ English/ Language Arts _____ Communal (CLD) Topic _____ Community Newspaper _____

Skills are acquired and applied in a real world context.

Objective(s) To determine the difference between fact and opinion.	Common Core State Standard Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Materials and Resources- 1. Lists containing factual statements and opinions. 2. Lists containing paragraphs with facts and opinion. 3. An editorial 4. A news article	

Lessons are aligned to the Common Core State Standards.

"Hook" or "Set" (Gain students' attention, activate prior knowledge) – Establish two columns on the board. Label one "Know" and the other "Think". Define fact and opinion, then lead students in a discussion of the difference between fact and opinion by providing a list of factual statements with opinions intermingled. As a group, categorize each on the board.

Learning Zones

	1 7 or more years below level	2 5-6 years below level	3 3-4 years below level	4 1-2 years below level	5 At level or above
Guided Practice (Model, Coach, Reteach)	Give each student two cards- one labeled "F" and the other "O". Orally, give statements that are either fact or opinion and have students raise the appropriate card. Discuss factors that make the statements either one of the other.		Give students paragraphs that contain facts and opinions. Model the thought process that leads to a decision as to whether the paragraph is fact or opinion. Lead them through other paragraphs until they are able to process alone.	Give the students an editorial on the Detroit mayoral race. Allow them time to read the article. Help them determine which statements are factual and which are opinions.	
Learner Performance (Instructor steps back)	Have students write three - five (3-5) facts about "The Best Mayor for the SCHOOL Community on index cards- one fact per card. Have them do the same for opinions.	Have students write three - five (3-5) facts about "The Best Mayor for the SCHOOL Community on index cards- one fact per card. Have them do the same for opinions. Have students exchange cards with another student in Zone 2. Have this student label the cards either "F" or "O". Discuss.	Have students write a paragraph on "The Best Mayor of the SCHOOL Community . They are to include at least one fact to support their opinion.	Have students write a one page on "The Best Mayor of the SCHOOL Community . They are to include at least 3-4 fact to support their opinion.	
Feedback	Give students oral feedback as appropriate, for each activity.				
Assessment	Give students a list of statements and have them label each as "fact" or "opinion".		Give students a list of paragraphs and have them label each as "fact" or "opinion".	Give students a news article. Have them underline the facts in ink and the opinions in pencil.	
Extension (Generalize, apply elsewhere, reflect)	Have students watch one television show at home and note examples of facts and opinions given during the television show. They are to give oral and/or written summaries in class the next day.				

Students in any given classroom are taught on their instructional level on a daily basis.

Formative assessments are built into all lessons.

LUCO'S Learning Zones recognizes that each student has his/her own pathway to meeting the objectives.

Individual Pathways to Meeting Objectives

Exemplar 2: Use of Scientific Educational Research (15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.

Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

The curricula of The Learning Unlimited Companies, LLC (LUCO) are a diagnostic/prescriptive program of instruction. "Effective remediation begins with effective diagnosis" (Reys, Suydam and Lindquist, 1995). Sagor (1993) says that if students lack essential prerequisite skills related to the lesson objective, they will fail to accomplish the objective. It is essential for teachers to assess what students know and do not know and then provide instruction for the deficits. The LUCO Program was designed to deliver this mode of instruction. It will use a diagnostic/prescriptive model of instruction for remediation and the development of proficiency in reading and mathematics for students in grades K-12. The staff will assess the skills levels of each student. This information will be used to determine those instructional conditions necessary for each student's learning. Instructional sequences will generated for the students' steady progression towards meeting the state academic content and student achievement standards.

Following the diagnostic phase, the programs used by LUCO, employs the instructional strategy of individualization and mastery learning. The programs consist of programmed instruction that provides students with instructional materials that allow them to move at their own pace and receive constant feedback on their level of mastery. The mastery learning method divides subject matter into units that have predetermined learning objectives or unit expectations. The developers of mastery learning assert that it is most useful with basic skills and slow learners at both elementary and secondary levels. The goal of mastery learning is success for the student. It is asserted that success in achievement, attitude, and motivation in the education or learning environment makes learning more effective.

During the 1960's Bloom's (1968) Learning for Mastery focused attention on the philosophy of mastery learning. Bloom (1968) is now generally recognized as the classic theoretical formulator of the mastery model. He is widely viewed as the major theoretician and promulgator of mastery learning. Bloom made a number of specific predictions about the gains from mastery learning procedures. One is that in classes taught for mastery, 95% of the students will achieve at the level previously reached by the top 5%. That means that typical scores in a mastery classroom should be around the ninety-eighth percentile, or approximately two standard deviations above the mean. Bloom has also argued that students do not have to put in much more time on school tasks to achieve this level of proficiency. Although students taught for mastery may need more time to reach proficiency in the initial stages of a course, they should need less time to master more advanced material because of the firm grasp of fundamentals that they should gain from their initial efforts. Bloom maintains that besides mastery of the material to be learned, mastery learning increases the attitude and interest of students (Fehlen, 1976). He and his students have conducted many empirical studies that demonstrate the effectiveness of mastery programs in a wide variety of circumstances (Levine, 1987). Bloom suggests that mastery learning procedures are likely to enhance learning outcomes in most all subject areas. However, he suggests that effects will be largest in mathematics and science since learning in these subject areas is generally more highly ordered and sequential (Guskey & Gates, 1986). The LU Curricula is based on mastery learning and individualization.

Extensive research has been done since Bloom's (1968) seminal article on mastery learning. Effects in language arts and social studies classes were slightly larger than those attained in science and mathematics classes. Students retained what they had learned longer under mastery learning, both in short-term and long-term studies. Students were engaged in learning for a larger portion of the time they

spent in mastery classes and required decreasing amount of corrective time over a series of instructional units. Students developed more positive attitudes about learning and about their ability to learn. Finally, teachers who used mastery learning developed more positive attitudes toward teaching, higher expectations for students, and greater personal responsibility for learning outcomes. LUCO employs the mastery learning instructional strategy because it has been proven to be high quality, research-based and effective in increasing academic achievement.

SkillsTutor, the online curricula used by LUCO, is highly defined to cover content that is required by standardized tests and by state tests. Skills and concepts in subject matter that are not tested in the United States are not included. As a result, the content of major tests is monitored on a regular basis. The concepts and skills provided are managerially possible because there is a remarkable consensus among test makers and among state policy makers regarding the concepts and skills that will be tested.

In one area, "higher order thinking skills," Achievement Technologies, the developers of Skills Tutor, used the research synthesis generated by the Organization for Economic Cooperation and Development in Paris (1990) at the request of the United States Department of Education. This synthesis identified 17 teachable thinking skills from worldwide research. Vocabulary for the programs came from studies by some of the best-known researchers in the field: Harris-Jacobson's Basic Reading Vocabularies; Dale-O'Rourke's The Living Word Vocabulary; TASA's The Educator's Word Frequency Guide ; and Fry's The Reading Teacher's Book of Lists. The mathematics program was developed just as the National Council of Teachers of Mathematics (NCTM) published their standards. ATI had the advantage of these standards at the beginning of the development project. In addition, an advisory board was created that included district level mathematics supervisors and a college level mathematics educator who was also a member of the NCTM board. This board remained intact during the two years required for development of Skills Tutor.

SkillsTutor provides comprehensive basic skills reinforcement for K to Adult learners. Student progress is monitored with detailed reports, allowing teachers to immediately use the results to adjust instruction where intervention is most needed. SkillsTutor lessons are aligned to Michigan Curriculum Framework and Michigan Grade Level Content Expectations in Language Arts, Math, and Science, making improvement on state criterion-referenced tests a reality. Schools in Michigan using SkillsTutor raised their test scores from 2003 to 2004 at a rate higher than their states' averages.

Recently, Roy Martin Middle School in Las Vegas, NV received their Criterion Reference Test results (CRTs) for their 8th grade students – demonstrating the impressive results of all of their hard work. In reading, scores increased from 24% proficient to 33% proficient. In math, proficiency rose from 26% to 38%. Ms. Hafner, the Assistant Principal, notes that "a portion of our proficiency increases can be attributed to SkillsTutor and the teachers working closely with the SkillsTutor Team and the benchmarks." In addition, Roy Martin is the only middle school in Las Vegas that is designated as a high-achieving school for their test scores. Students like the technology, and enjoy working with SkillsTutor. Many appreciate the privacy and neutral feedback the program offers. It also allows each student to move at their own speed and according to their specific needs.

At Jones Middle School in Indiana, a school improvement team comprised of administrators, teachers, parents, business and community leaders is credited for creating a lifelong learning program for about 550 students in grades 5 through 8. Almost half of the students are inner-city kids struggling with the basics. Since 1995, the school has used versions of the SkillsTutor instructional and tutoring software that has contributed significantly to improving students academic achievement in:

- 1 Reading development
- 2 Written expression, and

3 Mathematical problem-solving, reasoning and thinking skills

Sue Neff, a learning disabilities teacher with 30 years experience, says "Once we identify skill deficiencies through ISTEP (*Indiana Statewide Testing for Educational Progress Plus*), we jump to SkillsTutor to cover the basics. If the kids don't know the basics, they will never be able to perform at higher level. This program has been a major contributor to overall improved performance." Ms. Neff has tracked student data and ISTEP comparisons on the same 6th, 7th and 8th graders for the last three years. Overall, improvement in math scores jumped 40%. The Language Arts class improved 145.5%. Ms. Neff credits SkillsTutor and noted that ISTEP comparisons with two local schools proved students at Jones Middle School made better progress on both the Math and Language Arts ISTEP scores. This public data was recorded during the same three-year period with similar student demographics and socio-economic conditions. The difference was using SkillsTutor.

SkillsTutor is used in a variety of instructional programs at Breaux Bridge Jr. High in Louisiana. Since the program is web-based students also have access at home, making parents very happy. Over 1,250 activities were taken since February 2001, totaling more than 110 instructional hours. In addition to the Language Arts advancements, the school has seen overall pre-to-post test gains of 43% in Mathematics; 65% in Information Skills ; 50% in Reading and 64% in Language Arts. Joseph E. Bell, Director of TRIO Programs for Howard University in Washington, DC has worked with the Upward Bound Program for 30 years. Mr Bell says, "I like SkillsTutor because it provides immediate feedback, offers the ability to review a concept, and instantly reports student progress. Each student can work at his or her own pace. Most students like to work on computers, so the online tutorials combined with our classroom instruction make a good combination to promote academic success for students."

According to Bell, many students work 20 to 25 hours per week in addition to attending school. SkillsTutor helps to increase the comfort level of the student with subject matter and being online is attractive since it is flexible and convenient. "The program allows students to get the help they need with a degree of privacy. No one has to feel embarrassed about raising their hands or having classmates know what their performance issues are."

The St. Lawrence-Lewis adult education sites and learning centers in upstate New York use SkillsTutor for basic skills classes and individual remediation. In the spring of 2005, they decided to offer SkillsTutor to students who wanted to take a refresher course for the NET (Nursing Entrance Test). They have seen tremendous improvement. "Before we set up the classes as a refresher and used SkillsTutor as a resource, the passing rate was in the mid 40% range. Now the passing average rate is around 75%. So it (Skills Tutor) helps," states Alex Pacific, Teacher Case Manager.

The LUCO record with the use of its mastery learning curricula and SkillsTutor mirror those from across the country and are contained in the chart below.

School Year	Number of Students Served	Number of Students with Increased Test Scores	Average Gain
2007-08	523	507	2.3
2007-09	823	797	1.6
2009-10	842	832	2.0
2010-11	806	805	2.2
Totals	2994	2941	2.0

Exemplar 3: Job Embedded Professional Development (15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals,

school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - o principals
 - o school leadership teams
 - o teachers
 - o support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement

As a member of the National Staff Development Council, The Learning Unlimited Companies, LLC (LUCO) has developed its staff development activities based on the principles and definition set forth by that organization which include:

A definition— The term “professional development” means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement —

and principles for quality:

(A) Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that:

(1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;

(2) is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;

(3) primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that —

(i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;

(ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;

(iii) achieves the educator learning goals identified in subsection (A)(3)(ii) by implementing coherent, sustained, and evidence-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;

(iv) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;

(v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;

(vi) informs ongoing improvements in teaching and student learning; and

(vii) that may be supported by external assistance.

(B) The process outlined in (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that: (1) must address the learning goals and objectives established for professional development by educators at the school level; (2) advance the ongoing school-based professional development; and (3) are provided by for-profit and nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

LUCO’s customized professional learning sessions are based on these principles defined by the National Staff Development Center. These principles insure an increased internal capacity for improvement and sustainability linked to student achievement. Specific professional learning sessions will depend on the needs of the local school, but may include:

- For Principals and School Leadership Teams
- “All Hands On Deck!-Committing to the Mission”
 - Practicing Data-Driven Decision Making
 - Practicing Data-Driven Goal Setting
 - Developing a Culture of Achievement
 - Using Evaluations to Achieve Positive Outcomes
 - Inclusive Decision-Making and Goal Setting
 - Transitioning to a Blended(Digital and Traditional) Learning Environment

- For Teacher and Support Staff
- “All Hands On Deck!-Committing to the Mission”
 - Diagnostic/Prescriptive Teaching
 - Employing Appropriate Instruction in Classroom “Learning Zones”
 - Creating Subject-Specific Modules for “Learning Zones”
 - Transitioning to a Blended(Digital and Traditional) Learning Environment
 - Understanding and Transitioning to the Common Core State Standards
 - Content Specific Strategies

Exemplar 4: Experience with State and Federal Requirements (15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

Aligning model(s) to be implemented with the School Improvement Framework

- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - o Response demonstrates alignment of the above mentioned elements, AKA “One Common

Voice -One Plan.”

Understanding of Title 1 (differences between Targeted Assistance and School-wide)

State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit

Exam (MME)

Michigan Grade Level Content Expectations (GLCEs)

Michigan High School Content Expectations (HSCEs)



Michigan Merit Curriculum

Michigan Curriculum Framework

Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

• Aligning model(s) to be implemented with the School Improvement Framework The Learning Unlimited Companies, LLC (LUCO) has experience in helping schools with their efforts to implement the School Improvement Framework through a series of professional learning opportunities, coaching and data analysis. Some examples are:

Stand	LUCO Activities
Strand 1- Teaching for Learning	 Conducted professional learning sessions on “Learning Zones” and Differentiated Instruction  Coached classroom teachers in best practices strategies
Strand 2- Leadership	 Conducted leadership team professional learning sessions on creating a school-wide culture of achievement  Coached principals and leadership teams
Strand 3 – Personnel and Professional Learning	 Organized grade level and content specific professional learning sessions  Created “Learning Zones” as a way for teachers to manage the demands of individual instruction and mastery learning
Strand 4- School and Community Relations	 Organized businesses and professionals to adopt classrooms  Convinced businesses to sponsor essay writing contests for 11 th Graders studying ACT writing  Provided weekend study sessions for high school athletes  Created workshops for parent engagement
Strand 5 – Data and Information Management	 Conducted data interpretation sessions  Conducted sessions on data analysis and their implications for instruction

The Michigan Comprehensive Needs Assessment-LUCO has worked with low-performing schools in identifying their strengths and weaknesses. Using the data from local school, classroom and state assessment instruments, we help schools use assessments for their intended purpose-to inform instruction.

One Common Voice -One Plan-LUCO helps schools to understand, distill and implement the various aspects of the school improvement process by promoting the common vocabulary and components of the Comprehensive Needs Assessment (CNA) and the School Improvement Plan (SIP).

Understanding of Title 1 (differences between Targeted Assistance and School-wide)-The CEO of LUCO has worked as a Title I Reading Specialist, writer of the Consolidated Application, which includes Title I and other entitlements, for large urban school districts and as the Director of Title I for an urban

school district. LUCO has intimate knowledge of both targeted and school-wide Title I programs.

State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME) – The staff of LUCO has worked as teachers, administrators, and Central District Office Staff during all of the years of MEAP and MME. We have prepared students and administered the tests; prepared teachers to instruct students in a way to improve their achievement in general and on these tests; interpreted the data from these tests for students, parents, teacher and administrators.

Michigan Grade Level Content Expectations (GLCEs) and Michigan High School Content Expectations (HSCEs)-LUCO has used the GLCEs and HSCEs in the past to create professional learning opportunities for staff, trained teachers to use these instruments for instruction designed to approve achievement in general and on state assessments; and is currently preparing crosswalk practice and activities into the Common Core State Standards. All of the LUCO curricula components will be aligned to the standards.

Michigan Merit Curriculum-The curriculum which was put in place to ensure that Michigan students, starting with the Class of 2011, are well prepared for the next level-whether it be college or the workplace. LUCO has worked with schools during the transition to these new graduation requirements.

Michigan Curriculum Framework-The staff of LUCO has worked over the years with schools and districts throughout the development and implementation of the Framework. It continues to be involved in the activities locally and nationally on the development and transition to the Common Core State Standards and the Smarter Balanced Assessments.

Section 504 of the Individuals with Disabilities Education Act (IDEA)-LUCO works with the schools and individual teachers to facilitate students requiring 504 accommodations, including, but not limited to,

Classroom Design -Change student seating and make separate space for different types of tasks. Assignments-Write out homework assignments, check student's recording of assignments; tailor homework assignments toward student strengths; tape lessons so the student can listen to them again; allow students to tape lessons and use computer-aided instruction and other audiovisual equipment.

Behavioral -Establish a home/school communication system for behavior monitoring and post rules and consequences for classroom behavior.

Exemplar 5: Sustainability Plan **(15 points possible)**

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

The primary objective of The Learning Unlimited Companies, LLC is to provide strategies, resources, expertise, and training so that the local school staff has better capacity and will be self-sufficient at the end of the three year period. The steps delineated below will help them do so.

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YEAR ONE

YEAR THREE

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Exemplar 6: Staff Qualifications **(15 points possible)**

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Carolyn StarkeyDarden CEO of LUCO and Reading Specialist

Masters Degree in Secondary Remedial Reading Reading Specialist-20 years Wayne County RESA Coach for High School English Teachers in under performing schools-Retired Director of Title I – Highland Park Schools – Retired Director of Grant Development-Detroit Public Schools – Retired Educational Consultant for schools/school districts Nine years high school administrative experience Published by three educational publishing companies Extensive computer experience Adjunct professor-Marygrove College-Masters in the Art of Teaching Program Trainer for Differentiated Instruction

District-Wide Special Assignments

Selected as consultant -Detroit Public Schools' Professional Development Academy. Selected as one of two English teachers in the District to pilot a dropout intervention project Wrote instructional materials for the Citywide Instructional Packets for MEAP. Selected as a member of the General Superintendent's Academic Task

Force.

Books Authored by Mrs. Carolyn Starkey Darden:

“Building Real Life English Skills” National Textbook Company “Essential Life Skills Series” National Textbook Company “A Lot More Than The News” Arthur Meriweather Company “You, The Buyer” Globe Book Company



Shirley Hightower -Assessment Specialist

Masters Degree in Speech Pedagogy, Bachelors Degree in English Education, Middle and High School Principal, Middle and High School Assistant Principal, High School Testing Coordinator; Booker T. Washington Outstanding Educator Award; 2008 Principal of the Year Award and Certified Trainer of teachers in Learning Styles.

Samara Starkey-Mathematics Specialist

Masters Degree in Education Leadership; Bachelors Degree in Math Education; Instructional Coach for middle school teachers; math teacher and Site Leader for America Reads/Americorp.

Clara Crowell -Field Supervisor

Masters Degree in Business Education; Assessment Administrator-National Assessment of Educational Progress (NAEP); Assessment Advisor, Detroit Public Schools; Dean of Students; Attendance Supervisor, Detroit; Department Head and Instructor-Business Dept., Detroit Public Schools; Dept. of Defense Schools Educator Certificate and Detroit City Council Award of Recognition-National and International Educator

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

Michigan Department of Energy, Labor & Economic Growth

Filing Endorsement

This is to Certify that the ARTICLES OF ORGANIZATION (DOMESTIC L.L.C.)

for

THE LEARNING UNLIMITED COMPANIES, LLC

ID NUMBER: D6070C

received by facsimile transmission on November 4, 2010 is hereby endorsed

Filed on November 4, 2010 by the Administrator.

The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.



In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 4TH day of November, 2010.

Director

**DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
LIMITED LIABILITY COMPANY ANNUAL STATEMENT**

2012



Due February 15, 2012

File Online at www.michigan.gov/fileonline

Identification Number D6070C	Limited Liability Company Name THE LEARNING UNLIMITED COMPANIES, LLC		
1. Resident agent name and mailing address of the registered office CAROLYN STARKEY DARDEN 8162 E JEFFERSON AVE UNIT 7A DETROIT MI 48214		If different from 1, change resident agent and mailing address of registered office in MICHIGAN. RECEIVED NOV 22 2011 DLEG \$25.00	
2. The address of the registered office 8162 E JEFFERSON AVE UNIT 7A DETROIT MI 48214		If different from 2, change address of registered office (number, street, city, state, zip) in MICHIGAN. FILED DEC 15 2011 by Department Bureau of Commercial Services	
3. Signature of authorized member, manager or agent. 	Title CEO	Date 11/16/11	Phone (Optional) 313.492.6626

Filing Fee: \$25.00

Annual Statement must be received by agency on or before February 15, 2012.

Annual Statement Must Be Signed

Domestic: Signature of a manager if management is vested in managers, by at least 1 member if management remains in the members or by an authorized agent of the domestic limited liability company.

Foreign: Signature of a person with authority to do so under the laws of the foreign limited liability company's jurisdiction of organization.

Make your check or money order payable to the State of Michigan. Include payment with completed annual statement in the same envelope.

Return to: Department of Licensing and Regulatory Affairs
Bureau of Commercial Services
Corporation Division
P.O. Box 30768
Lansing MI 48909
(517) 241-6470

Required by Section 207, Act 23, Public Acts of 1993

Do not staple any items to this statement



Markel Insurance Company

COMMERCIAL GENERAL LIABILITY POLICY DECLARATIONS

Policy No. 3602CC362582 - 0

NEW

Renewal of Policy No.

Named Insured and Mailing Address (No., Street, Town or City, County, State, Zip Code)

The Learning Unlimited Companies, LLC
8162 E. Jefferson Ave
Detroit, MI 48214

Policy Period: from 09-12-2011 until 09-12-2012, at 12:01 A.M. Standard Time
at your mailing address shown above.

IN RETURN FOR THE PAYMENT OF THE PREMIUM AND SUBJECT TO ALL TERMS OF THIS POLICY,
WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.

LIMITS OF INSURANCE

General Aggregate Limit (Other Than Products--Completed Operations)	\$	3,000,000	
Products--Completed Operations Aggregate Limit	\$	3,000,000	
Personal and Advertising Injury Limit	\$	1,000,000	
Each Occurrence Limit	\$	1,000,000	
Damage To Premises Rented To You Limit	\$	See MGL232	Any One Premises
Medical Expense Limit	\$	See MGL232	Any One Person

RETROACTIVE DATE (CG 00 02 only) N/A IN STATE OF NEW YORK

Coverage A of this Insurance does not apply to 'bodily injury' or 'property damage' which occurs before the
Retroactive Date, if any, shown here: None

(Enter Date or 'None' if no Retroactive Date applies)

DESCRIPTION OF BUSINESS AND LOCATION OF PREMISES

Form of Business: LLC

Business Description: Private School

53072 / Intermarket Ins Agency Inc
205 E. Main Street, Suite 3-4
Huntington, NY 11743

Location of All Premises You Own, Rent or Occupy:

SEE ATTACHED "EXTENSION OF DECLARATIONS"

PREMIUM

Classification	Code No.	Premium Basis	Rate	Advance Premium
SEE ATTACHED "EXTENSION OF DECLARATIONS"				
Total Advance Premium:\$ 1,495.00				

FORMS AND ENDORSEMENTS

Forms and Endorsements applying to this Coverage Part and made part of this policy at time of issue:

MJ1(04/95), MD002(09/99), CG0001(12/07), CG2267(10/93), CG2271(10/01), CG2407(01/96), MGL101(09/95), MGL102(10/09), MGL203-A(05/07), MGL205(10/01), MGL232(05/09)
CG0068(05/09), CG0168(10/09), CG2173(01/08), MGL-TERR-2(01/08), CG2147(12/07), CG2149(09/99), CG2160(09/98), CG2196(03/05), MGL182(06/98), MGL223(07/05), MIL004(03/00)
MIL006(05/09), MIL127(05/09), MIL140(10/01), MGL191(09/08), IL0286(09/08), IL0017(11/98), IL0021(09/08)

Countersigned: 09-15-2011
CHU Glen Allen, VA

By Bruce A. Kay

Bruce A. Kay

COMMERCIAL GENERAL LIABILITY POLICY EXTENSION OF DECLARATIONS

Effective Date: 09-12-2011
12:01 A.M., Standard Time

Policy Number: **3602CC362582 - 0**

LOCATION OF PREMISES

Location of All Premises You Own, Rent or Occupy:

Location #1 8162 E. Jefferson Ave, Detroit, MI, 48214

PREMIUM

Classification	Code No.	Premium Basis	Rate	Advance Premium
LOCATION #0				
Non Owned Auto 0-25 employees with employees as additional insured	6601	If Any - Number of Employees	INCL.	INCL.
Excess Hired Automobiles	6619	If Any - Cost of Hire	INCL.	INCL.
LOCATION #1				
GL Plus Extension - Miscellaneous	44444	720 - Percent of Premium	INCL.	INCL.
Abuse or Molestation Coverage - Private Schools	44444	720 - Percent of Premium	INCL.	INCL.
Teacher/Residential Manager-Low	44444	1 - Each	INCL.	INCL.
Schools - Correspondence	47468	200 - Gross Sales (Per \$1000)	INCL.	INCL.
Schools - Faculty Liability for Corporal Punishment of Pupils - Child Care	47469	1 - Faculty Member (Each)	INCL.	INCL.

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(Issue 11)

SkillsTutor: <http://www.skillstutor.com/hmh/site/skillstutor/Home>